

# E-JAS EDUTAINMENT MODULE TO BUILD CHARACTER EDUCATION FOR ELEMENTARY SCHOOL STUDENTS

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## **E-JAS EDUTAINMENT MODULE TO BUILD CHARACTER EDUCATION FOR ELEMENTARY SCHOOL STUDENTS**

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### **ABSTRACT**

*The purpose of Curriculum 2013 is building character education through thematic learning in every subject material. Character building can be implemented through interesting and fun teaching materials. The aims of this study were to analyze the teaching materials which are used in thematic learning and to analyze the needs of teaching materials for the building of caring environment and students' responsibility character. Methods in this research were observation and interview. This research was implemented in SD N 2 Getas Pejaten, Kudus, Central Java, Indonesia. The results of this study showed that (1) during this time, teaching materials used by teacher in thematic learning was only book from government ;(2) teachers had not made innovations in learning activities; (3) the building of caring environment and students' responsibility character could be through E-JAS learning with edutainment approach. Based on the results of this study E-JAS Edutainment module is helpful in learning to build character education for elementary school students.*

**Keywords :** *module, E-JAS Edutainment, character*

### **1. INTRODUCTION**

The objective of the Curriculum 2013 is to cultivate character education through thematic learning. The cultivation of character education is expected not only to be emphasized on religious subjects and Civics. The government expects the character education to be applied to all subjects. The 2013 curriculum has been widely used in learning curriculum in elementary schools. The cultivation of character education through thematic learning is expected to be performed optimally. In thematic learning the teacher can insert character education introduction at any time.

Law No. 20 of 2003 on National Education System article 3 states that national education function is to develop the ability and form the character and civilization of a dignified nation in order to educate the life of the nation. The implantation of character education is important to do as early as possible especially in elementary school students. The elementary school period is the golden period that will become the initial foundation for further student development. At this time, the need for the introduction and implanting of character education is in an optimal manner.

Character education can not be done quickly and in a short time. Character education implantation takes a relatively long time so it needs to do as early as possible. This is because the characters will be formed by the behavior which is done repeatedly. According to James Stenson in Lickona (2012) children develop character through what they see, what they hear, and what they do repeatedly. Behavior that is done repeatedly will become a habit and will form the character of the students.

Character education can be done through learning activities. A teacher must be able to design a lesson that includes character education. One of the components involved in the learning process by teachers is teaching materials. Teaching materials used by the students are expected to be inserted with character education. According Khusniati (2014) teaching material is one component of learning that has an influence in the actual learning process, and through this teaching materials character education implantation can be well-intertwined. The same thing is also stated by Situmorang (2013) that through teaching materials that are inserted with character education will provide opportunities to improve the quality of education and improve the good character of the nation in accordance with the culture in Indonesia. Therefore, the need for learning innovation through the development of teaching materials containing character education is increasingly growing.

One form of teaching material is a module. Modules as teaching materials are arranged in a systematic and intact to assist students in achieving learning objectives. Modules can be used independently or in groups. The module is also equipped with feedback so that the students can measure their ability in understanding the materials in the module. Some of these are the advantages of the module compared to other teaching materials.

Based on the observation, the content of teaching materials used are less about character education in it. Most of the materials that already exist contain material concepts that are described in detail and abstract. This results in students saturation in learning. Susilo (2015) explains the same thing that teaching materials that contain only the material itself will make students saturated and bored, so that learning cannot be maximum.

The saturation of students in learning is not only caused by the teaching materials used. Learning activities designed by teachers also determine whether the learning is interesting or not. Moreover, elementary school students basically still love to play. It cannot be denied that the basic properties of a natural child is playing, so the teacher must be able to create learning with an interesting and fun design. An interesting and fun learning design is also expected to enable students either independently or in groups. One way that can be done to make learning more interesting, fun, and activate students is through E-JAS model and using edutainment approach. Through the merger between E-JAS and Edutainment it can maximize student learning activities so that learning will feel more enjoyable and students become more active. This is in line with the statement of Wanabuliandari, et al. (2017) that through the development of modules by combining E-JAS and Edutainment will provide opportunities for students to be active in learning activities through roaming activities.

Based on the description above, it is necessary to develop a module and make the modules become more interesting and can help in implanting character education. The edutainment E-JAS module is expected to assist in instilling character education in primary school students.

## **2. MATERIALS & METHOD**

The module is a teaching material that contains a set of learning that is arranged in a complete and systematic way to assist students in mastering the goals of learning (Daryanto, 2013). Modules as teaching materials have certain characteristics that distinguish with other teaching materials. Modules can be used by students independently in achieving learning objectives. Sungkono (2009) states that the use of

modules in learning basically use the principles of learning individually, but also can be done in groups. Module as one of the kinds of teaching materials are arranged systematically and equipped with feedback for students so that students can measure their ability in using the module. The use of modules can provide benefits for students because the module can provide feedback directly to students so they can know the results of learning.

E-JAS edutainment module is a module that is composed by adding the activities of nature around in a fun learning environment. The surrounding roaming activities that are included in the module can provide learning variations. Students gain experience directly from the environment so that students are able to develop the abilities and potentials that exist in students. In addition, EJAS-based learning can help to instill character education in students. This is reinforced by the opinion of Sari (2013) that the learning of nature around can be applied by educational institutions to apply character education. Learning by involving the environment directly can provide a real experience for students.

The location of this research is at SD 1 Jati Kulon Kudus Central Java Indonesia. The research was conducted in the even semester of April of 2017. The population used was 4th grade students of 1 Jati Kulon Kudus as many as 41 students. The sample used in this research is 12 students. Samples were taken using cluster technique based on high, medium, and low ability students category. The method used in this research is descriptive qualitative method. The data taken in this study are qualitative data in the form of questionnaires, interviews, and documentation. The data were collected by questionnaires, interviews of teachers and students and documentation studies. Data analysis was done by triangulation technique by comparing the result of interview with document of research result in field.

### 3. RESULT & DISCUSSION

Analysis of E-JAS Edutainment module development needs for character education in SD 2 Getaspejaten is a preliminary study of module development research stage with Research and Development approach. Data were obtained by using questionnaires for students, interviews with students and teachers. The questionnaire sheets were given to the students used as samples in the study. Questionnaires were filled with guidance from the research team. Questionnaires filled out by students contain indicators of module requirement analysis on thematic learning, needs analysis of character education, and needs analysis developed learning model.

#### 3.1. Module requirements on thematic learning.

The module as a form of teaching materials is accompanied by feedback to assist students in obtaining their knowledge independently or groups with reading and certain activities. In its application, there are still limitations that can be felt by students when using the module in learning so that will affect the achievement of learning objectives. Some statements in the questionnaire which are indicators of module requirements analysis on thematic learning along with the results are presented in Table 1 below.

Table 1. Result of questionnaire of module requirement analysis on thematic learning

No	Statements	Answer	
		Yes	No
1	I love to read a book with a lot of picture.	100%	0%
2	Thematic books from the schools make me	67%	33%

3	lazy to study Presentation of the materials in the book makes me confused	75%	25%
4	I feel difficult to understand the materials in the subject books	83%	17%
5	I need a help from the teacher with the subject books	58%	42%
6	I love to read a book along with fun activities	83%	17%
7	I love a book equipped with the exercises and answer keys.	75%	25%
8	I think it is important to learn from the books	67%	33%

The result of questionnaire of module requirement analysis on thematic learning conducted on 12 students shows that the average of teaching materials used by students has not been in accordance with student expectations. In addition, the teaching materials used by students have not helped students in understanding the subject matter, especially in thematic learning. Based on this, it can be known that there are still insufficient teaching materials that are interesting and fun for students in thematic learning. Module as one of teaching materials that can be used by

students independently or group. Ardianti (2017) states that the use of modules allows students to discuss with friends if there are things that have not been understood. Based on the results of needs analysis on students, teaching materials will be developed in the form of research modules for thematic learning.

### 3.2. Needs of character education education

Character education is the goal stated in curriculum 2013. Character education implantation should be done as early as possible because to form a person's character can not be done in a short time. According to Ardianti (2017) the character of a person will be formed through the behavior done repeatedly. Behavior that is done repeatedly will become a person's habit and eventually become a person's character.

The inculcation of character education in elementary schools should be present in every subject. In thematic lessons, teachers are expected to insert activities that help to instill good character in students. In the end it is expected that elementary school students are not only good cognitively but also can show good behavior. The results of student questionnaires about the needs analysis of character education education are presented in Table 2 below.

Table 2. Results of questionnaire analysis of the needs of character education education in students

No	Statements	Answer	
		Yes	No
9	I always come on time in the classroom	75%	25%
10	I always throw the rubbish in the dustbin	42%	58%
11	I always admit my mistakes	58%	42%
12	I always apologize if I make mistakes	58%	42%
13	I always do my homework	42%	58%
14	I never cheat to my friends in examination	58%	42%

15	I appreciate my friend's opinion in a discussion	83%	17%
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The result of questionnaire about the need of character education in the students is known that the character of discipline and student tolerance is good. This is shown in the character indicator of discipline and tolerance on items number 9 and 15. But based on the results of the questionnaire indicates, there are some indicators that show weak characters. One indicator of the environmentally concerned character in item 10 shows that only 42% of all students stated always throw the trash in place. In addition, the character of student responsibilities also still look weak. This is shown in the liability character indicator contained in item 13. A total of 58% of students stated that they did not always perform the tasks assigned by the teacher. Based on these results, special attention needs to be given in implanting character in the students in particular the character of environmental care and responsibility.

### 3.3. The need to develop a learning model

The learning process undertaken by the teacher will determine the output that is produced. There are many components that can determine the success of the learning process. One of them is the learning model used. Learning models used by teachers are expected to vary and can increase students' interest and motivation to learn.

Primary school students basically still love to play. Teachers should be able to create learning activities in which there is an entertaining element so that students will not feel bored in the learning process. The results of student questionnaires on the needs analysis of developing learning models are presented in Table 3 below.

Table 3. Result of questionnaire needs analysis to develop learning model

No	Statements	Answer		
		Yes	No	
16	I love the lecture learning method	25%	75%	Based on the results of questionnaire analysis of the needs about learning model development, it is known that the overall student like to learn which is accompanied by fun activities. In addition, students are also interested in learning that is done by utilizing the school environment. E-JAS edutainment learning is a learning that is done by exploring the surrounding environment in
17	I love learning in discussion	67%	33%	
18	I love learning in school area	92%	8%	
19	I love a fun learning activities	100%	0%	
20	I love learning with practical activity	58%	42%	

an interesting and fun condition. E-JAS learning model is a learning model that provides experience directly to students and can develop the ability and potential of students through the stages of exploration, interaction, communication and reflection (Alimah, 2012). Exploration activities are expected to provide direct experience to the students so that the learning is felt real by the students. Ardianti (2017) states that edutainment introduces a learning style that is entertainment or fun but does not deviate from the learning objectives. Implementation of E-JAS edutainment model in thematic module is expected to assist in instilling character education in a pleasant atmosphere.

### 3.4. Results of Student and Teacher Interviews

The result of questionnaire of analysis of E-JAS edutainment module development needs in the thematic learning is reinforced by interviews conducted to students and teachers. Interviews were conducted on 3 students with high-ability students, medium-skilled students, and low-ability students. Based on the results of interviews on students, the results obtained that the average students like to read a book equipped with many interesting images with a little explanation that is easy to understand. In their opinions, the books they often use in learning contain abstract concepts and make it difficult for them to understand the concept. This causes students to be saturated when using the book in learning.

Books that are used in schools are more discussing the material in concept only. The teacher explains the material with the lecture and the students just listen to the book. One student stated that his learning activities were boring because they only received an explanation from the teacher and then worked on the questions in the book.

In the learning process, the teacher rarely conducted discussion activities, so that students' ability to discuss is less. Students are less brave to ask the teacher if there are some things that have not been understood. In practice, teachers often ask questions to students who are less concerned about teacher explanations. This resulted in students becoming less courageous in expressing opinions. Some students are actually able to answer questions from teachers, but because of the lack of intensity of students to express opinions then students become less courageous if they want to express their opinions both individually and in groups.

Based on the results of interviews with three teachers found that in the learning, teachers still use the lecture method so that in the lesson students understand the material. This is in accordance with Hendarwati's (2013) assertion that students' potentials in understanding, discovering, developing their own facts and concepts become less developed through the use of lecture methods. Not only that, but also in the learning process, teachers have not developed teaching materials to implant the character education so the character education can not be implanted optimally. According to Situmorang (2013) teaching materials that are inserted with character education will provide an opportunity to improve the quality of education and improve the good character of the nation in accordance with the culture in Indonesia. Teachers also still find it difficult in developing learning with the concept of fun so that students often feel bored and saturated in learning. According to Wanabuliandari, et al. (2017) learning that is packed with fun through game activities, role playing, and so forth will have a positive impact in reducing students' boredom. Teachers also do not use the environment as a source of learning so learning is less contextual. Wanabuliandari, et al (2017) mentions that learning by using the environment around the students will provide direct experience to students so that the ability of students can develop maximally.

#### **4. CONCLUSION & SUGGESTION**

The analysis of E-JAS edutainment module development needs in the thematic lesson to instill character education shows that the limited teaching materials in schools are not in accordance with the characteristics and expectations of the students. The materials that already exist have not been able to invite students to learn directly so it can not create meaningful learning for students. The implanting of character education, especially environmental caring and responsibility, should be emphasized. Based on the questionnaire results, it indicates that the character is still weak. The development of E-



JAS edutainment module is expected to assist in educating character education in elementary school students.

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